Selection Lesson Plan

Narrative of the Life of Frederick Douglass

Pages 562–573

Core Objectives
- Understand and appreciate a slave narrative
- Examine autobiography and style
- Analyze author’s purpose

Integrating Skills
- Grammar: Identifying Clauses: Independent and Subordinate
- Vocabulary: Context Clues, Connotation/Denotation

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Using Context Clues
___ Focus Your Reading
- Literary Analysis: Autobiography and Style
- Active Reading: Author’s Purpose

Teaching the Literature
___ Reading the Selection
___ Unit Four Resource Book: Summary, p. 4
___ PE pp. 562–573

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Autobiography and Style

Choices and Challenges
Writing Options
___ Closing Statement
___ Antislavery Editorial
___ Comparison of Slave Narratives
___ Autobiographical Sketch

Activities and Explorations
___ Living to Tell
___ Story in Pictures
___ Discussion of Covey

Inquiry and Research
___ Another View
___ Slave Laws

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
R.02a, R.02d, R.04b, R.05a, R.05d, V.37a

UNIT FOUR RESOURCE BOOK

Words to Know SkillBuilder, p. 7
Literary Analysis SkillBuilder, p. 6
Active Reading SkillBuilder, p. 5
Summary, p. 4

Reading and Critical Thinking Transparencies, T19
Literary Analysis Transparencies, T23

The Language of Literature, Grade 11

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Selection Lesson Plan (continued)

Narrative of the Life of Frederick Douglass

Choices and Challenges (continued)
Vocabulary in Action
___ Meaning Clues

Author Activity
___ Poetic Tribute
___ Art Connection

Teaching Options (from Teacher’s Edition)

Mini Lessons

Preteaching Vocabulary
___ Using Context Clues

Vocabulary Strategy
___ Connotation/Denotation

Grammar
___ Identifying Clauses: Independent and Subordinate

Speaking and Listening
___ Persuasive Speech

Viewing and Representing
Art Appreciation
___ Head of a Negro by John Singleton Copley

Cross Curricular Link
___ History

Informal Assessment
___ Summarizing

Assessment
___ Selection Quiz
___ Selection Test
___ Test Generator

Homework Assignments

Other Teaching Materials

Homework Assignments

Other Teaching Materials
Selection Lesson Plan

Stanzas on Freedom / Free Labor

Pages 574–579

Core Objectives
- Understand and appreciate protest poems that explore the meaning of freedom and slavery
- Identify and appreciate symbols in a poem
- Apply strategies for reading protest poetry

Integrating Skills
Grammar
- Clauses vs. Phrases

Vocabulary
- Understanding Figurative Language Through Context

Preparing to Read
- Connect to Your Life
- Build Background
- Focus Your Reading
  - Literary Analysis: Symbol
  - Active Reading: Strategies for Reading Protest Poetry

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Symbol

Choices and Challenges
Writing Options
- New Stanza
- Protest Poem

Activities and Explorations
- Political Poster

NEW MEXICO PLANNER

Language Arts Benchmarks
- I-C.2, I-D.1, I-D.3, II-B.1

TerraNova Objectives
- R.02d, R.03c, R.05c, R.05d

The Language of Literature, Grade 11
Selection Lesson Plan (continued)

Stanzas on Freedom / Free Labor

Teaching Options (from Teacher’s Edition)

Mini Lessons

Vocabulary Strategy
- Understanding Figurative Language Through Context

Grammar
- Clauses vs. Phrases

Speaking and Listening
- Dramatic Reading

Informal Assessment
- Contrasting Across Texts

Assessment
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

❑ Vocabulary Transparencies and Copymasters, C50
❑ Grammar Transparencies and Copymasters, C90
❑ Formal Assessment: Selection Test, pp. 107–108
Selection Lesson Plan

An Occurrence at Owl Creek Bridge

Pages 580–592

Core Objectives
■ Appreciate a short story about the Civil War
■ Identify and examine point of view
■ Analyze structure in a short story

Integrating Skills
Grammar
■ Essential vs. Nonessential Clauses
■ Punctuation for Clauses

Vocabulary
■ Context Clues
■ Applying Meaning of Prefixes

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Using Context Clues
___ Focus Your Reading
   Literary Analysis: Point of View
   Active Reading: Analyzing Structure

Teaching the Literature
___ Reading the Selection
___ PE pp. 580–592
___ Unit Four Resource Book: Summary, p. 11

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Point of View

Choices and Challenges
Writing Options
___ Evaluation of Bierce
___ Comparison Essay

Vocabulary in Action
___ Synonyms

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.1, I-C.2, I-D.1, I-D.2, I-D.3, I-D.4,
II-B.1, II-C.3

TerraNova Objectives
L.38a, R.02a, R.02d, R.03c, R.03f, R.04f,
R.05a, R.05c, R.05d, S.42b, V.35a
Selection Lesson Plan (continued)

An Occurrence at Owl Creek Bridge

Teaching Options (from Teacher’s Edition)

Mini Lessons

- Preteaching Vocabulary
  - Using Context Clues
- Vocabulary Strategy
  - Applying Meanings of Prefixes
- Grammar
  - Essential vs. Nonessential Clauses
  - Punctuation for Clauses
- Speaking and Listening
  - Realistic Dialogue
- Viewing and Representing
  - Art Appreciation
  - Union Soldiers by anonymous
  - Story Illustrations

Cross Curricular Link

- History
  - The 54th Regiment

Informal Assessment

- Self-Assessment

Assessment

- Selection Quiz
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

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Selection Lesson Plan

A Mystery of Heroism

Pages 593–604

Core Objectives
- Understand and appreciate a short story
- Identify characteristics of naturalism in the story
- Visualize the setting, characters, and events in the story

Integrating Skills

Grammar
- Introduction to Adjective Clauses
- Use of Commas in Names and Titles

Vocabulary
- Using Context Clues
- Root Words

Preparing to Read

- Connect to Your Life
- Build Background
- Vocabulary Preview: Using Context Clues
- Focus Your Reading
  - Literary Analysis: Naturalism
  - Active Reading: Visualizing

Teaching the Literature

- Reading the Selection

Thinking Through the Literature

- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Naturalism

Choices and Challenges

Writing Options
- Letter Home
- Literary Analysis
- Different Ending

Activities and Explorations
- Combat Sketch
- War Songs
- Interview with Collins

Inquiry and Research
- Photo Gallery

NEW MEXICO PLANNER

Language Arts Benchmarks
- I-C.2, I-D.1, I-D.3, I-D.6, II-B.1

TerraNova Objectives
- L.38a, R.02a, R.02b, R.02d, R.03b, R.03f, R.04f, R.04g, R.05a, R.05c, R.05d, S.42a, S.42b, V.37a

Preparation:
- Unit Four Resource Book: Words to Know SkillBuilder, p. 19
- Unit Four Resource Book: Literary Analysis SkillBuilder, p. 18
- Unit Four Resource Book: Active Reading SkillBuilder, p. 17
- PE pp. 593–604
- Unit Four Resource Book: Summary, p. 16
- Reading and Critical Thinking Transparencies, T8
Selection Lesson Plan (continued)

A Mystery of Heroism

Choices and Challenges (continued)

Vocabulary in Action

Meaning Clues

Author Activity

War Stories

Teaching Options (from Teacher’s Edition)

Mini Lessons

Preteaching Vocabulary

Using Context Clues

Vocabulary Strategy

Root Words

Grammar

Introduction to Adjective Clauses

Use of Commas in Names and Titles

Speaking and Listening

Persuasive Speaking

Viewing and Representing

Art Appreciation

The Battle of Chancellorsville

by unknown artist

Cross Curricular Link

History

Parallel Naturalist Movements in Other Cultures

Informal Assessment

Identifying Supporting Ideas

Assessment

Selection Quiz

Selection Test

Test Generator

Homework Assignments

Other Teaching Materials

Unit Four Resource Book: Selection Quiz, p. 20

Formal Assessment: Selection Test, pp. 111–112

Vocabulary Transparencies and Copymasters, C52

Grammar Transparencies and Copymasters, C92

Grammar Transparencies and Copymasters, C150
Core Objectives
- Understand and appreciate a classic speech
- Identify and examine style in a speech
- Appreciate historical context in a speech

Integrating Skills
Grammar
- Adjective and Relative Clauses
Vocabulary
- Context Clues

Preparing to Read
- Connect to Your Life
- Build Background
- Vocabulary Preview: Using Context Clues
- Focus Your Reading
  - Literary Analysis: Style
  - Active Reading: Interpreting Historical Context

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Style

Choices and Challenges
Writing Options
- Modern Paraphrase
- Letter to Lincoln

Inquiry and Research
- Battle Report

Vocabulary in Action
- Context Clues
Selection Lesson Plan (continued)

The Gettysburg Address

Teaching Options (from Teacher’s Edition)

Mini Lesson

Preteaching Vocabulary

Using Context Clues

Grammar

Adjective and Relative Clauses

Assessment

Selection Quiz

Selection Test

Test Generator

Homework Assignments

Other Teaching Materials

Grammar Transparencies and Copymasters, T44, C95

Unit Four Resource Book: Selection Quiz, p. 25

Formal Assessment: Selection Test, pp. 113–114
Selection Lesson Plan

Core Objectives
- Appreciate a selection from an autobiography
- Understand an eyewitness report
- Use chronological order to understand an eyewitness report

Integrating Skills
Grammar
- Adverb Clauses
- Punctuation of Adverb Clauses
Vocabulary
- Sensory Details

Preparing to Read
- Connect to Your Life
- Build Background
- Focus Your Reading
  - Literary Analysis: Eyewitness Report
  - Active Reading: Chronological Order

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Eyewitness Report

Choices and Challenges
Writing Options
- Mother’s Letter, Anne’s Reply
- Points of Comparison
- Eyewitness Account

Activities and Explorations
- On the Scene
- Art Connection
- Under Siege
- Author Activity

NEW MEXICO PLANNER

Language Arts Benchmarks
I-A.1, I-A.3, I-B.3, I-C.2, I-D.1, I-D.2, I-D.3, II-B.1

TerraNova Objectives
L.38a, R.02b, R.02c, R.03b, R.04g, R.05c, R.05d

UNIT FOUR RESOURCE BOOK: LITERARY ANALYSIS SKILLBUILDER, P. 28
UNIT FOUR RESOURCE BOOK: ACTIVE READING SKILLBUILDER, P. 27
PE PP. 609–617
UNIT FOUR RESOURCE BOOK: SUMMARY, P. 26
READING AND CRITICAL THINKING TRANSPARENCIES, T17, T49
LITERARY ANALYSIS TRANSPARENCIES, T16

The Language of Literature, Grade 11
Selection Lesson Plan (continued)

Coming of Age in Mississippi

Teaching Options (from Teacher’s Edition)

**Mini Lessons**

- Vocabulary Strategy
- Sensory Details
- Grammar
- Adverb Clauses
- Punctuation of Adverb Clauses

**Viewing and Representing**

- Art Appreciation
- Photograph

**Cross Curricular Link**

- History

**Informal Assessment**

- Literary Response

**Assessment**

- Selection Quiz
- Selection Test
- Test Generator

**Homework Assignments**

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- 
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**Other Teaching Materials**

- Vocabulary Transparencies and Copymasters, C53
- Grammar Transparencies and Copymasters, C96
- Grammar Transparencies and Copymasters, C151
- Unit Four Resource Book: Selection Quiz, p. 29
- Formal Assessment: Selection Test, pp. 115–116

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Selection Lesson Plan

Ballad of Birmingham

Pages 618–621

Core Objectives
■ Understand and appreciate a ballad commemorating a tragic event
■ Identify and appreciate the characteristics of ballads
■ Apply strategies for reading narrative poetry

Integrating Skills
Grammar
■ Introduction to Noun Clauses

Preparing to Read
____ Connect to Your Life
____ Build Background
____ Focus Your Reading
| Literary Analysis: Ballads | Unit Four Resource Book: Literary Analysis SkillBuilder, p. 31 |
| Active Reading: Reading Narrative Poetry | Unit Four Resource Book: Active Reading SkillBuilder, p. 30 |

Teaching the Literature
____ Reading the Selection
____ PE pp. 618–621

Thinking Through the Literature
____ Connect to the Literature
____ Think Critically
____ Extend Interpretations
____ Literary Analysis: Ballads

Choices and Challenges

Writing Options
____ Original Ballad
____ Points of Comparison

Activities and Explorations
____ Learned By Heart
____ Sorrowful Song
____ Ballads of Today

Inquiry and Research
____ Events in Birmingham

Author Activity

NEW MEXICO PLANNER

Language Arts Benchmarks
I-B.1, I-B.2, I-C.2, I-D.3, II-B.1, II-C.2, III-B.2

TerraNova Objectives
R.02d, R.03a, R.05c

The Language of Literature, Grade 11  101
## Selection Lesson Plan (continued)

### Ballad of Birmingham

#### Teaching Options (from Teacher’s Edition)

**Mini Lessons**
- Grammar
  - Introduction to Noun Clauses

**Informal Assessment**
- Identifying Theme

#### Assessment
- Selection Test
- Part Test
- Test Generator

#### Homework Assignments

- [ ] Grammar Transparencies and Copymasters, C101
- [ ] Unit Four Resource Book: Selection Quiz, p. 117
- [ ] Formal Assessment: Unit Four, Part 1 Test, pp. 119–120

#### Other Teaching Materials

- [ ] Other Teaching Materials
Writing Prompt
Write an interpretation of a literary work in which you explain its meaning.

Preparing to Read
- Introduction
- Basics in a Box
- Using the Graphic
- Analyzing a Student Model
  “The Red Badge of Courage”

Writing
- Prewriting
  Choosing a Literary Work
  Planning the Literary Interpretation
- Drafting
  Organizing the Draft
- Peer Review
  Ask Your Peer Reader
- Revising
  Conclusions
- Editing and Proofreading
  Verb Tense
- Reflecting

Homework Assignments

Other Teaching Materials

NEW MEXICO PLANNER
Language Arts Benchmarks
I-C.2, I-C.3, I-D.3, II-B.1, II-C.3, III-A.1
TerraNova Objectives
R.05d, R.08b, R.08c, R.09a, R.09b
Selection Lesson Plan

The Indian and the Hundred Cows / El indito de las cien vacas

Pages 638–644

Core Objectives
- Understand and appreciate a cuento, or a folk tale
- Identify characteristics of cuentos
- Determine the theme of a cuento

Integrating Skills
Grammar
- Independent and Subordinate Clauses

Vocabulary
- Using a Dictionary to Determine Usage

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Focus Your Reading
   Literary Analysis: Cuento
   Active Reading: Determining Theme

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Cuento

Choices and Challenges

Writing Options
___ Sermon on Charity
___ Comic Tale

Activities and Explorations
___ Mural Art

Inquiry and Research
___ Translations from Spanish

NEW MEXICO PLANNER

Language Arts Benchmarks
I-A.1, I-C.2, I-D.1, I-D.3, II-B.1, III-B.1
TerraNova Objectives
R.02d, R.03a, R.04g

PE pp. 638–644

Unit Four Resource Book: Literary Analysis SkillBuilder, p. 49
Unit Four Resource Book: Active Reading SkillBuilder, p. 48
Unit Four Resource Book: Summary, p. 47
Literary Analysis Transparencies, T24
Selection Lesson Plan

The Indian and the Hundred Cows / El indito de las cien vacas

Teaching Options (from Teacher’s Edition)

Mini Lessons

Vocabulary Strategy
Using a Dictionary to Determine Usage

Grammar
Independent and Subordinate Clauses

Speaking and Listening
Telling Stories

Informal Assessment
Making a Judgment

Assessment
Selection Quiz
Selection Test
Test Generator

Homework Assignments

Other Teaching Materials

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Selection Lesson Plan

High Horse’s Courting from Black Elk Speaks

Pages 645–653

Core Objectives
■ Appreciate a Sioux folk tale
■ Understand and appreciate oral literature
■ Identify author’s purpose

Integrating Skills
Grammar
■ Phrases and Clauses

Vocabulary
■ Using Reference Materials

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Focus Your Reading
  Literary Analysis: Oral Literature
  Active Reading: Identifying Author’s Purpose

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Oral Literature

Choices and Challenges
Writing Options
___ Modernizing a Story

Activities and Explorations
___ Talk Show

Inquiry and Research
___ Sioux Culture

NEW MEXICO PLANNER

Language Arts Benchmarks
I-B.1, I-B.2, I-C.2, I-D.1, I-D.3, II-B.1, II-C.2, III-A.2, III-B.1

TerraNova Objectives
R.02d, R.04c, R.04f, R.04e, R.04b, R.05c

The Language of Literature, Grade 11

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Selection Lesson Plan (continued)

High Horse’s Courting from Black Elk Speaks

Teaching Options (from Teacher’s Edition)

Mini Lessons

- Vocabulary Strategy
  - Using Reference Materials: Specialized Dictionaries
- Grammar
  - Phrases and Clauses
- Viewing and Representing
  - Art Appreciation
  - Night Horse by C. J. Wells

Cross Curricular Link

- History
  - The Vanishing Frontier

Informal Assessment

- Predicting Outcomes

Assessment

- Selection Quiz
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

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From The Autobiography of Mark Twain

Core Objectives
- Understand and appreciate an autobiography
- Identify and understand irony
- Predict events in an autobiography

Integrating Skills
Grammar
- Essential vs. Nonessential Clauses
- Punctuating Clauses in a Series

Vocabulary
- Using Context Clues
- Identifying Synonyms and Antonyms

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Using Context Clues
___ Focus Your Reading
   Literary Analysis: Irony
   Active Reading: Predicting

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Irony

Choices and Challenges
Writing Options
___ Screenplay Script
___ Instruction Manual
___ Newspaper Report

Activities and Explorations
___ Stage Directions
___ Advertising Flyer

Inquiry and Research
___ Science

Vocabulary in Action
___ Assessment Practice
## Teaching Options (from Teacher’s Edition)

### Mini Lessons

- Preteaching Vocabulary
  - Using Context Clues

- Vocabulary Strategy
  - Identifying Synonyms and Antonyms

### Grammar

- Essential vs. Nonessential Clauses
- Punctuating Clauses in a Series

### Speaking and Listening

- Storytelling

### Viewing and Representing

- Art Appreciation

### Inquiry and Research

- Using Indexes

### Informal Assessment

- Point of View

### Assessment

- Selection Quiz
- Selection Test
- Test Generator

### Homework Assignments

**Other Teaching Materials**

- Vocabulary Transparencies and Copymasters, C56
- Grammar Transparencies and Copymasters, T55, C91
- Grammar Transparencies and Copymasters, C156
- Unit Four Resource Book: Selection Quiz, p. 59
- Formal Assessment: Selection Test, pp. 125–126
Core Objectives
■ Appreciate a selection from a classic memoir
■ Appreciate and examine description
■ Visualize details in a memoir

Integrating Skills
Grammar
■ Adjective Clauses
■ Commas with Names and Titles
■ Double Negatives

Vocabulary
■ Analogies

Preparing to Read
____ Connect to Your Life
____ Build Background
____ Focus Your Reading
  Literary Analysis: Description
  Active Reading: Visualizing

Teaching the Literature
____ Reading the Selection

Thinking Through the Literature
____ Connect to the Literature
____ Think Critically
____ Extend Interpretations
____ Literary Analysis: Description

Choices and Challenges
Writing Options
____ Diary Entry
____ Magazine Article

Activities and Explorations
____ Occupational Outlook
____ Video Adaptation

Inquiry and Research
____ Geography

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.1, I-A.3, I-B.1, I-B.2, I-B.3, I-C.1, I-C.2, I-D.1, I-D.3, I-D.6, II-A.1, II-B.1, II-C.2

TerraNova Objectives
L.38a, R.02a, R.02d, R.03c, R.04g, R.05a, R.05c, R.05b, R.05d

Unit Four Resource Book: Literary Analysis SkillBuilder, p. 62
Unit Four Resource Book: Active Reading SkillBuilder, p. 61
PE pp. 669–677
Unit Four Resource Book: Summary, p. 60
Reading and Critical Thinking Transparencies, T8
Selection Lesson Plan (continued)

from Life on the Mississippi

Teaching Options (from Teacher’s Edition)

Mini Lessons

Vocabulary Strategy
   Understanding Analogies

Grammar
   Introductory Words for Adjective Clauses
   Commas in Names and Titles

Speaking and Listening
   Persuading

Cross Curricular Link

Workplace
   Starting a New Job

Informal Assessment
   Story Extension

Assessment
   Selection Quiz
   Selection Test
   Test Generator

Homework Assignments

Other Teaching Materials

- Vocabulary Transparencies and Copymasters, C57
- Grammar Transparencies and Copymasters, T44, C94
- Grammar Transparencies and Copymasters, C150
- Unit Four Resource Book: Selection Quiz, p. 63
- Formal Assessment: Selection Test, pp. 127–128
Selection Lesson Plan

The Notorious Jumping Frog
of Calaveras County

Pages 679–687

Core Objectives

■ Understand and appreciate a classic short story
■ Identify characteristics of a tall tale
■ Understand Twain’s use of dialect

Integrating Skills

Grammar
■ Use of That and Which in Adjective Clauses

Vocabulary
■ Using Context Clues
■ Applying Meanings of Root Words

Preparing to Read

☐ Connect to Your Life
☐ Build Background
☐ Vocabulary Preview: Using Context Clues
☐ Focus Your Reading
  Literary Analysis: Tall Tale
  Active Reading: Understanding Dialect

Teaching the Literature

☐ Reading the Selection
☐ PE pp. 679–687
☐ Unit Four Resource Book: Summary, p. 64

Thinking Through the Literature

☐ Connect to the Literature
☐ Think Critically
☐ Extend Interpretations
☐ Literary Analysis: Tall Tale
☐ Author’s Style

Choices and Challenges

Writing Options
☐ The Stranger’s Tale
☐ Local Storytelling
☐ Dialects Today

Vocabulary in Action
☐ Meaning Clues
☐ Word Knowledge

☐ Author Study Project
Selection Lesson Plan (continued)

The Notorious Jumping Frog of Calaveras County

Teaching Options (from Teacher’s Edition)

Mini Lessons

Preteaching Vocabulary
- Using Context Clues

Vocabulary Strategy
- Applying Meanings of Root Words

Grammar
- Use of That and Which in Adjective Clauses

Speaking and Listening
- Telling a Humorous Anecdote

Viewing and Representing
- Analyzing a Performance Review

Cross Curricular Link

Multicultural
- Tall Tales of the 20th Century

Informal Assessment
- Letter Writing

Assessment
- Selection Quiz
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

- Vocabulary Transparencies and Copymasters, C58
- Grammar Transparencies and Copymasters, T44, C93
- Unit Four Resource Book: Selection Quiz, p. 68
- Formal Assessment: Selection Test, pp. 129–130
Core Objectives
■ Understand and appreciate a short story
■ Identify and understand setting
■ Draw conclusions about character in a short story

Integrating Skills
Grammar
■ Introductory Adverbial Clauses
■ Punctuating Introductory Adverbial Clauses

Vocabulary
■ Applying Meanings of Root Words

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Applying Meanings of Root Words
___ Focus Your Reading
   Literary Analysis: Setting
   Active Reading: Drawing Conclusions About Character

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Setting

Choices and Challenges

Writing Options
___ Cause-and-Effect Analysis
___ Telegram from Boston
___ Interview: Personal Sacrifices

Activities and Explorations
___ Real Estate Ad
___ Opera Poster

Inquiry and Research
___ Music Appreciation

Vocabulary in Action
___ Context Clues
A Wagner Matinee

Choices and Challenges (continued)

Author Activity

Willa Cather

Teaching Options (from Teacher’s Edition)

Mini Lessons

- Preteaching Vocabulary
- Applying Meanings of Root Words

Grammar

- Introductory Adverbial Clauses
- Punctuating Introductory Adverbial Clauses

Viewing and Representing

Art Appreciation

Mrs. Stewart, Housewife and Singer;
Brasstown, North Carolina by Doris Ulmann

The Opera, Paris by Raoul Dufy

Cross Curricular Links

History

- Pioneer Families

Humanities

- Music Appreciation

Informal Assessment

- Write the Sequel

Assessment

- Selection Quiz
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

- Grammar Transparencies and Copymasters, C98
- Grammar Transparencies and Copymasters, C152

- Unit Four Resource Book: Selection Quiz, p. 73
- Formal Assessment: Selection Test, pp. 131–132
The Legend of Gregorio Cortez

Pages 702–719

Core Objectives
■ Appreciate a prose retelling of a traditional ballad
■ Understand and appreciate a legend
■ Make judgments about text

Integrating Skills
Grammar
■ Introductory Words for Noun Clauses

Vocabulary
■ Word History
■ English from Spanish

Preparing to Read
___ Comparing Literature
___ Build Background
___ Focus Your Reading
  Literary Analysis: Legend
  Active Reading: Making Judgments
  About Text

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Legend

Choices and Challenges
Writing Options
___ Farewell Letter
___ Points of Comparison

Activities and Explorations
___ Map of the Setting
___ TV Newscast

Inquiry and Research
___ Colorful Folk Songs

Author Activity
___ The Storyteller’s Voice

NEW MEXICO PLANNER

Language Arts Benchmarks
I-A.1, I-C.2, I-D.1, I-D.3, I-D.4, II-B.1, II-C.3, III-A.2

TerraNova Objectives
R.02d, R.04c, R.04g, S.42a, S.42b

UNIT FOUR RESOURCES
___ Unit Four Resource Book: Literary Analysis SkillBuilder, p. 76
___ Unit Four Resource Book: Active Reading SkillBuilder, p. 75
___ PE pp. 702–719
___ Unit Four Resource Book: Summary, p. 74
___ Reading and Critical Thinking Transparencies, T5
___ Literary Analysis Transparencies, T24

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Teaching Options (from Teacher’s Edition)

**Mini Lessons**

- Vocabulary Strategy
- Word History
- English from Spanish

**Grammar**

- Introductory Words for Noun Clauses

**Viewing and Representing**

- Art Appreciation
- *Chama Running Red* by John Sloan
- *Cliffs, Beyond Abiquiu, Dry Waterfall* by Georgia O’Keefe

**Cross Curricular Links**

- History
  - Texas Germans
  - Texas Rangers

- Multicultural
  - Outlaw Heroes
  - Drawing from the Bible

- Geography
  - Texas Geography

- Government
  - Constitutional Law

- Workplace Literacy
  - Writing Instructions

**Informal Assessment**

- Character Clusters

**Assessment**

- Selection Quiz
- Selection Test
- Part Test
- Test Generator

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**Homework Assignments**

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**Other Teaching Materials**

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Writing Workshop Lesson Plan  Name __________________________  Date __________

Storytelling  Pages 722–727

Writing Prompt:
Prepare a script or notes in which you plan
to tell a story. Then tell a story.

Preparing to Read

___ Introduction
___ Basics in a Box
___ Using the Guidelines and Standards

___ Analyzing a Storytelling Script
   A Storyteller in Action
   “The Warrior Maiden”

Writing

___ Prewriting
   Planning the Performance
   Developing the Performance

___ Drafting
   Developing your Script

___ Practicing and Presenting

___ Peer Review
   Ask Your Peer Reader

___ Refining Your Performance
   Evaluating Your Interpretive Choices

___ Reflecting

Homework Assignments

Other Teaching Materials

NEW MEXICO PLANNER

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TerraNova Objectives

| R.08b, R.08c |

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